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THE  
Connecticut Common School Journal  
AND  
ANNALS OF EDUCATION.

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No. 1.

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JOHN D. PHILBRICK.

At the last annual meeting of the Connecticut State Teachers' Association the following Resolutions, offered by Mr. Clark, of the Eaton School, New Haven, were unanimously passed and the Editor of the Common School Journal was commissioned to see that they were carried into effect :

*Resolved;* That we communicate to the Hon. JOHN D. PHILBRICK, late Superintendent of Common Schools in this State, our grateful acknowledgments for the highly judicious and valuable services which he has rendered to the cause of popular education in this State, and that we advise him of our heartfelt sympathy and best wishes in his new field of labor.

*Resolved;* That we appoint a Committee to prepare a sketch of Mr. Philbrick's life, for publication in the Common School Journal, and that means be provided for procuring a likeness of Mr. Philbrick to accompany said sketch.

These resolutions were expressive of a feeling, deep and strong, on the part of the teachers of the state, that Mr. Philbrick, during his residence among them, had rendered important and valuable service, in the great work of improving our Common Schools, by diffusing through the community more correct views in relation to the magnitude of the teacher's vocation and at the same time awakening in the minds of the teachers themselves a more just appreciation of the nature and objects of their mission.

It was felt by the teachers and friends of education, that the efforts

VOL. XIII. No. 1.

1

of Mr. Philbrick had resulted in much good to a common cause, and as an expression of their approval of those efforts it was thought that the execution of the plan contemplated by the resolutions would constitute a memento at once gratifying to the teachers of Connecticut and complimentary to their late and highly honored Superintendent. It is, however, no easy task to give a sketch which will do full justice to the subject. We shall aim in this article to make brief allusion to Mr. Philbrick's early life and to his educational labors previous to coming to this state,—to refer to his services and their results, while here, and to speak of some of the more prominent traits in his character which at once tend to give success to his efforts and make him a model for others.

John Dudley Philbrick was born at Deerfield, N. H., February 27th 1818. At an early age he manifested an ardent desire for knowledge and resolved on pursuing a collegiate course of study. With this in view his preparatory course was pursued at the Academy in Pembroke N. H. and in 1838, at the age of 20 years, he was admitted to Dartmouth College from which he received graduating honors in 1842.

During his preparatory course he taught school two different seasons, in his native and a neighboring town.

While a member of college he taught a school, for three successive winters, in the town of Danvers, Mass. Immediately after leaving college he was employed as assistant teacher in an excellent High School in Roxbury, Mass. from which, after a service of two years, he was elected to a sub-mastership in the Boston English High School,—a school of the very first rank. Such was his success here that at the expiration of one year he was elected principal of the Writing department of the Mayhew school at an annual salary of \$1500. He occupied this position with signal success until 1847, two years, when on the organization of the Quincy School, one of the largest Schools of the city, he was made principal. His success here, for the term of five years, was complete, and under his judicious management and excellent influence this school became a deserving model,—the just pride of the friends of popular education in Boston. But, as important as this position was, a wider and more influential sphere was in store for him. In 1852 he was tendered the office of Associate Principal of the Connecticut State Normal School and, though the salary offered was considerably less than he was receiving in Boston, he decided, in view of the work to be accomplished, to accept the situation. He removed to New Britain, Ct. in January 1852 and immediately entered upon the discharge of the duties of

his new office. He was singularly fortunate in his associates and fellow laborers. In Mr. Barnard, whose life has been so incessantly devoted to the interests of common schools, he found a uniform friend, a wise counsellor, a ready help. In Mr. Camp, now his honored successor,—then a Professor in the Institution,—he found not only a devoted friend but one who was ever with him, heart and hand, in the great work so near and dear to the hearts of the two.

During the term of his service in the Normal School he did much to elevate the character of the institution,—much to convince the people that a well conducted Normal School was a great blessing to any State. Previous to this time this institution had not gained a very strong hold of the hearts of the people;—indeed, some had begun to doubt whether it should be sustained. But Mr. Philbrick's coming gave a new impulse to the cause. He entered upon his duties with a just sense of their important nature, with a mind well disciplined for the work before him and, more than all, with a heart full of true enthusiasm. He very soon, and in an eminent degree, succeeded in infusing his own views and spirit into the minds of those connected with him, and those under his training. By his earnest, decided, yet always kind and gentlemanly course, he at once commanded attention and respect, and we believe it was a general and strong feeling on the part of the members of the school that their leader was a worthy model for them. He was also regarded with the highest respect and confidence by his co-laborers. From Prof. Camp, who had been connected with the institution from its organization he received ready, cordial and judicious co-operation,—and from the lady who has so long and so admirably filled a prominent position in the Board of instruction he received the most pleasant and valuable services,—of both of which, he often speaks in terms of grateful remembrance.—Indeed all connected with him in the management of the school were, with him, ready to “spend and be spent,” in the great work before them,—while from the Hon. Mr. Barnard, then State Superintendent of Schools, and from the Board of Trustees he ever received those cheering proofs of respect and confidence which all wise men are wont to bestow upon him who manifests peculiar skill, tact and power in the performance of appropriate duties. We thus speak of the harmonious and co-operative spirit which was so strongly and constantly manifested on the part of all parties,—because the mere existence and exercise of such a spirit speak in the strongest terms of commendation of him whose efforts secured the same.

During the latter part of 1854, the Hon. Henry Barnard, who had so long and so faithfully labored for the schools of Connecticut, resigned his post as Superintendent of schools and Principal of the Normal School. On his nomination Mr. Philbrick was unanimously elected to the highly important positions thus vacated. Of Mr. Philbrick, at this time, Mr. Barnard thus writes to Mr. Huntington, then President of the State Teachers' Association: "Mr. Philbrick, as you know, is a wise, practical teacher, of large personal experience in every department of the educational field, and has shown himself willing to labor in season and out of season, and to spend and be spent, in the cause of popular schools and popular education. He enjoys the highest respect and love of the teachers, and by his ability, common sense and devotion to his duties will deserve and secure the confidence and co-operation of the people of the state."

Enjoying the confidence of such a man as Mr. Barnard, as well as that of the prominent teachers and friends of education within the State, Mr. Philbrick's official term of service, in this higher department, commenced under the most favorable circumstances and gave full promise of cheering results. During his connection with the Normal School he had been brought into frequent intercourse with Messrs. Barnard and Camp, and his relations to these gentlemen were of the most pleasant and profitable nature. But as important and valuable as these associations were, they were only *helps* to success. Fortunately, for the cause of education, Mr. Philbrick possessed within himself, in a high degree, the requisites for success. Added to a large and varied experience he had a degree of tact and energy which eminently fitted him for the discharge of the duties required of him. With a heart full of zeal he engaged in his labors and brought to bear upon them those common sense and practical views which so much commend themselves to men of thoughtful minds. He readily saw that certain measures were indispensable in the work of elevating and improving the schools and in 1856—during the second year of his official service he had the satisfaction of knowing that two of the measures most dear to him were actually adopted by the General Assembly. One of these was the abolition of the old School Societies, or making the same co-extensive with the town limits. Mr. Barnard had previously urged this step and done much to prepare the public mind for it, but the decisive and final effort was made by Mr. Philbrick. The importance of this measure is already seen and felt by many towns though years must elapse before its perfect results can be seen. Under the old organization each religious society man-

aged its school affairs and in many towns there were not less than three or four distinct school societies. As a consequence there was no general and united action in school matters. The meetings for school purposes were neglected, and school concerns were managed, or, more frequently, *mismanaged*, by a few narrow-minded men. By the change effected the school interests are made prominent and brought before the people of the town at their annual meeting—and thus an opportunity is afforded for diffusing information among the people and urging them to additional effort for the improvement of the schools.

Another measure, secured by the efforts of Mr. Philbrick, was the establishment of District Libraries. An act was passed authorizing the State Treasurer to pay to each district the sum of ten dollars on condition that an equal amount be raised by the district. It is less than two years since the passage of the act and yet nearly 300 district libraries have already been formed, and nearly 20,000 volumes of interesting and instructive books have thus been circulated through our rural districts. The influence of these libraries in increasing school interest, in diffusing knowledge and encouraging a taste for reading and love for school is beyond estimate.

But we have neither time nor space for detail. Nor is it necessary that we enlarge or expand. Mr. Philbrick's labors are yet fresh in the minds of a grateful people and of benefited teachers, and by them he will long be cherished. His influence upon members of the Normal school, at the Teachers' Institutes, and educational gatherings, for the Common School Journal, and among the people, was highly salutary, for all his measures and efforts for the improvement of schools were peculiarly characterized by those strong common sense views which tended greatly to commend him and his efforts to all who had any desire to see our schools raised to their true position.

In December, 1856, Mr. Philbrick was unanimously elected to the office of Superintendent of the public schools of the city of Boston. Much to the regret of all the friends of popular education in our State he decided to accept the appointment and, with this in view, he closed his official labors in this state on January 7th, 1857, and on the day following assumed the labors of his new office, the duties of which he has, thus far, discharged with great fidelity, and to the entire acceptance of those by whom he was elected. From what has been said it will be seen that, from the time of his leaving college down to the present day, Mr. Philbrick has been in constant and active service—always progressing and rising and as constantly meeting the expecta-

tions of his friends. We shall close our remarks by alluding briefly, to two or three of the prominent characteristics which have given to Mr. P. the high degree of success which has attended his efforts—a success no less deserved than remarkable.

1. *He brought to bear upon his work a well disciplined and earnest mind.* At an early age he contemplated preparation for entering the legal profession, but being convinced that the business of teaching offered a wide sphere for usefulness he resolved to devote his time and talents to the great work of education. Having decided upon this course his next aim was to prepare himself fully for the work in view, and he was ever active in making additions to his knowledge and seeking means for personal and professional improvement. Nearly twenty years ago, when he was a member of college, it was our privilege to be engaged in teaching in the same town and well do we remember the great delight he manifested in visiting schools and in attending the occasional meetings of the teachers for mutual improvement. We have often heard him speak of these early privileges as highly conducive to his enjoyment and success. He was ever ready to learn from whatever sources might be within his reach and it was his unceasing endeavor to become, in all respects, well qualified for the work before him—a work whose magnitude and importance has increased in his mind the more and the longer it has been contemplated. He was among the first and most active to extend the means for the elevation of his chosen profession. At educational meetings whether in town, county, state, or national, he was ever ready to co-operate in word and deed. In the support of Teachers' Journals he was ever ready with heart, hand and means. When that excellent (and now the oldest of its kind) periodical, the Massachusetts Teacher, commenced its existence, he was one of the prominent editors and an active member of the committee of publication, and most earnestly and faithfully did he labor to place that Journal in its present elevated and useful position.

2. *Mr. Philbrick has ever manifested a spirit of indomitable perseverance.* It has ever been his endeavor to have the path of duty plain before him and then to walk therein undiscouraged by any obstacles which might present themselves. For him to know that a certain end was desirable and important was enough to call forth that spirit of energetic action which would make its successful attainment sure, and difficulties which would have discouraged others only served to stimulate him to greater effort. To say that immediate success always crowned his efforts would not be true, but a temporary failure

only served the better to qualify him for a future and higher degree of success and usefulness.

3. *His judgment of individual character and fitness has been of great service to him.* Situated as he is, and has been, in positions which required the aid of others, it has been of the utmost importance that the right kind of assistance be procured. His ability to judge of individual character was such that he rarely failed to form a right estimate and hence he usually selected as his fellow-laborers those whose qualifications and tastes fitted them for the positions they were called to occupy. The same quality was also of great service to him in the discipline and control of those under his charge, so that at the same time that he accomplished the desired object and secured a wise and wholesome discipline, he gained the confidence of those governed and caused them to see and feel that his views and requirements were reasonable and just.

4. *He possesses a spirit of true enthusiasm.* Perhaps this quality, more than any other, has contributed to give success to his efforts. It has imparted life and vigor to all other qualifications, or traits, and without this they would have been but partially effective. He always engaged in his work with a heart alive to its accomplishment and succeeded in inspiring in others a spirit of genial enthusiasm—thus leading them to labor with him, “heart and hand,” in a common work. Such was his influence, in this particular, that all who were in any way associated with him were at once brought to exercise a common sympathy and to labor with a union of purpose and devotion of heart, ever feeling that *his* work was *their* work, and *his* success *their* success—and the genial smile which uniformly “lighted up” his countenance when the efforts of others gratified him had a great power in causing them to labor to merit his approval.

It is not unfrequently the case, that a man equally industrious fails to do all that he might, merely because in his manner and acts he manifests none of that genial sympathy and confidence which are so essential to secure the hearty and enthusiastic co-operation of all in any manner associated with him.

Much more might be said, but we deem it unnecessary, as we are writing of one whose career is yet unfinished. If we have said aught which shall tend to awaken in others higher aspirations or lead them to the accomplishment of greater good, our object will be attained. It has been no part of our purpose to eulogize the subject of our remarks, for his works and uniform success constitute a stronger eulogium than words of ours could express. In our allusion to individual

characteristics it has not been our aim to speak of all the worthy traits of his character, but rather present such as others may possess and which, with proper culture, will help to secure for them every desirable and reasonable success in the performance of incumbent duties.

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For the Common School Journal.

### LITTLE ISABEL'S PRAYER.

IT was the close of a dark, dreary day, and I sat alone in my school-room. With a sigh of relief, I had given the signal for dismissal, and listened to the echo of the last departing footstep. I was left alone with my thoughts—sad, troubled thoughts.

I reviewed the day, and remembered the many things which had occurred to discourage me, how I had looked in vain for some hopeful sign, and how I had labored earnestly, sometimes hopefully and sometimes cast down, for many weeks, and yet was aware of little good accomplished, little advancement in knowledge and little moral improvement on the part of my pupils. I began to think I had mistaken my calling, and that in my weakness and want of experience, I ought never to have taken upon myself the responsible duties of a teacher.

While I sat there, leaning my aching head upon my hands, I was startled by the touch of a little hand upon my arm, and, looking up, I saw beside me the innocent face of Isabel Lee, one of my most faithful scholars. Often had a glance at her earnest face cheered me, during the day, and often in my heart had I blessed the child. Now, she had come back to the school-room for a book, and, knowing by my position, that I was sad, she had stolen to my side. I put my arm around her, and drew her to me, without a word. She paused a moment, then, looking up into my face, she said softly, "Miss Grey, I prayed for you, last night."

God bless the child! How the music of those words soothed my weary heart! I felt no longer alone and desolate amid my cares. A child's heart had lifted up its prayer of faith for me, and I knew God had heard it, and would bless me.

I felt reproved and humbled. Amid my repinings, I had forgotten the throne, and, instead of casting my care on Him who is the Teacher's Friend, I had been trying to bear my burden alone.

After a few more sweet, childish words, little Isabel left me once

more alone. But now, in my musings were mingled more of hope and trust. I recalled the earnest words of one of Connecticut's honored poets, herself a teacher in her youthful days :

“ Sow precious seed in hope  
Its blessed fruits to see,  
In God's own good appointed time,  
That is the time for thee.”

And when I reached my home, I sought the solitude of my chamber, to pour out my soul in prayer to Him who hath said : “ In the morning sow thy seed, in the evening withhold not thine hand, for thou knowest not whether shall prosper, either this or that, or whether they both shall be alike good.”

Fellow Teachers : ours is a hard lesson, to “ learn to labor and to wait.” The sowing of the precious seed is not half so difficult as waiting to see its fruits. We murmur and grow sad when we can witness no good immediately resulting from effort. But let us not be wearied or disheartened. Remember,

“ God's own good appointed time,  
That is the time for thee.”

If we labor in hope, trusting Him who *ever rewards faithful, earnest* effort, we shall accomplish much good, though we may never be able to reckon its amount on this side heaven.

Let us impress the child-hearts entrusted to us, with thoughts of the blessed Savior ; then may we believe that many little forms will be bowed, and many little hands meekly clasped, in *prayer for us.*

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#### THE CRITERIA OF A GOOD TEACHER.

WHAT constitutes a good teacher ? What elements of character, or what combination of elements is most desirable ? What amount of knowledge, what degree of attainment in virtue, what accuracy and skill in imparting instruction can entitle one to so useful a station, and a name so honorable ? To such questions every teacher frames answers in accordance with his own ideas. Yet are there certain cardinal points, not left to be adopted or rejected as the mind may fancy, but fixed, and standing out in full relief, as the outlines of a picture which every one may shade, but none completely change. Some of these are worthy of careful consideration.

First of all is a heart and soul filled with love for his work. He,

who goes like a scourged slave to his daily task, is surely to be pitied; more to be pitied are his employers, and most of all his scholars.

But this essential embraces more than that love which is engendered by ambition or hope of gain.

Its motives are higher and more pure; its secret springs are deeper and more unfailing; the ends, which it strives to accomplish, are more ennobling and more worthy.

It may have its origin in that mysterious world of thought and motive, so active in the heart of every one; but the stream is the clearest and its waters most life-giving, when it has its fountain in the heart of the Christian teacher. Then it distils its waters as quietly as the dew at night, and, like the sunshine and the rain, it falls upon the evil and the good. Such love is awakened, not only by the virtuous but also by the vicious; not by the studious or the diligent alone, but even by the idler and the indolent; not as often by the children of the rich and the learned, as by those of the ignorant and the poor. It shows itself in every effort made to reclaim the wayward, to raise up the down-trodden, and, by means of moral training and education, to throw around the children of poverty and sorrow something of the light and gladness, which belong to the days of childhood. To a teacher under its influence his work seems larger every day he lives, and the responsibility more weighty, and the consequences of unfaithfulness more fearful and more lasting.

Therefore is he exercised continually, that in all possible ways he may promote their welfare, and that, by kind words and an upright example, he may induce them to grow up better men and better women. "Love begets love," says the old adage, and the teacher finds abundant occasion to prove its truth. There are not many youthful minds whom he cannot, for a time, control by it, while to some in every school, its influence will long be felt, and become like the mantle of the ascending prophet, which imparted to Elisha a double portion of the prophet's spirit. In the next place it is essential that a teacher should be a diligent scholar, a close thinker, an active worker. The honor of his profession, the interests of his school, and his own advancement, all demand that he should aim to become an adept in every branch in which he is called to instruct. He ought to do more than this, and explore, in a degree at least, those branches which lie beyond the range of ordinary studies. In doing so, he will find an abundant reward in an increased facility in teaching even the rudiments of knowledge. To do this, and not neglect school duties, requires unceasing industry. There must be no

idle hours indulged, those silent thieves, that steal like dreams along the pathway of our life, and, ere we are aware, drink up the sweetest waters which fill the fountain of our being.

If there are those who do not enjoy advantages for pursuing an extended course of study, let them push to their utmost limit the advantages already possessed, and as the astronomer, by the aid of his telescope, finds what first appeared a naked void to teem with worlds, so shall they find new truths on every leaf of Nature's book, which, to their unassisted sight, seemed only blank. We climb new heights only to find new heights above us. All are alike in this. It is necessary for the teacher to possess the habit of ready thinking, in order that he may render more available the knowledge already acquired, and that he may cultivate this same power in children, at the earliest possible stage of their education. It is not the amount of knowledge, which children acquire at school, that is to be regarded, so much as the methods by which they gain it, and the discipline and activity of mind induced by it. It is a just inference, that, as it is unwise to place as overseer in a factory an acknowledged drone, or one ignorant of seamanship in command of an ocean steamer, so it is unwise in parents, and unjust towards children, to place as teacher in a school room, one who loves not study, who cannot think, or who will not work.

There is space to notice but one more criterion—a readiness in observing and understanding the natural dispositions of children. Human nature, as developed in childhood, is very different from human nature as developed in manhood. "Men are but children of a larger growth," just as the century oak is but a sapling of an hundred years. Yet who would recognize in the twisted, gnarled and knotted trunk, the smooth and thrifty tree, which, rightly trained, would have become a beauty and an ornament? The teacher, among his pupils, is like the chemist in his laboratory. About him are materials, which, treated by a skillful hand, may be made instrumental of good, but which, in the hands of one ignorant and unskillful, become the sure agents of destruction. Herein lies the very acme of school government, and he, who most thoroughly understands the dispositions of his scholar, will have the least use for the rod or the ferule. He is able to inspire his scholars with such a confidence in him, when they find that he does not misconstrue their motives, that they fear him, not as a tyrant, but as one whose decisions are approved by conscience within; and such a feeling does away, in a great degree, with all disposition to rebel, or to appeal from his decrees.

Nor is the reflex influence of such a faculty lost upon the teacher. He is often asking himself, "Is not God's universe within the head, whether there be a torn cap, or king's diadem without?" His endeavor is, not to train a few favorites, or a few classes, to advertise his fame before visitors, or upon days of examination, but to diffuse widely among his pupils, that degree of cultivation, that love of knowledge, that discipline of mind, that integrity of character, which shall fit them to discharge, in the most creditable manner, the duties of life.

S. H.

Naugatuck, Dec. 8th, 1857.

## GOOD HITS WELL GIVEN.—No. 2.

[We hope the following letter and its predecessor, to which we have given the above heading, have not been written in vain, as they contain hints too valuable to be lost. The proof of No. 1 was intrusted to an inexperienced eye and a few errors escaped detection. On page 355, about the middle of the page, *linguid* should have been *lingual*, and *inclination*, 7th line from bottom of the page, should have been *instruction*.—EDITOR.]

EASY CHAIR, October.

*My Dear A.:* I left off, when I last occupied this seat for your sake, in the very midst of a crowd of remembrances, all springing to the point of my pen, at the summons of that Horatian criticism, about which we were then discoursing. And still, as I resumed my seat and unburdened myself of weightier cares, the same troop gallop a-down from those cranial lofts, on nerval race course, to the smooth, clear field, on which you now read their lines.

That criticism,—he promises well, he performs poorly. There it is, shot off again, as it has been for eighteen centuries, at every would-be of all those ages, and in every land. Promise, without performance! How it whizzes among the strutting pretenders of the ages gone, and would unstarch the dressed up bloats of this October day, if they only had sense enough to discern the things it makes them. So thought we, once. It was on this wise. You were then your mother's wee bit, toddling about, and do not remember the incident, or rather the chapter of incidents, which I will now let you see. You have heard us speak of our home in Bluedale. Good, honest, unpretending folks were they who lived there—well read, and well to do. One November afternoon, a youth who had lived somewhere among a less favored people than our Bluedale commu-

nity, called at the room of the select school in the village. With a bow and a flourish, he handed its head teacher a card and advertisement.

"Professor S—— is happy to announce to the citizens of Blue-dale, one of his very celebrated lectures on Mnemotechny, for this evening only. He will put his hearers in possession of a new art of MEMORY—an improvement on that of Professor Gouraud himself—by which any one can, with unfailing certainty, recall any thing which he has once memorized. He solicits their attention to the following list of testimonials, and hopes for a patronage such as the noble art which he is to teach demands."

Then followed a list of names, some of them well known, and more of them with their string of jingling prefixes and capital appendages, well made for the occasion; and underneath them all, a sort of marginal reading for the rest, was this: "for six cents the lecturer will supply his hearers with a chart which contains the key to this new science. Terms of admission six cents also. Front seats reserved for the ladies."

Now, here was a chance. Professor S—— can do what all these capitalized faculties say he can, and we'll go and learn. Blue-dale turned out. The lecture commenced. The memory of every body was shown to be as good as any body's. The recollection part was only at fault. This rests on association. You must get association to help you and you can recall any thing. Now, Mnemotechny supplies the association. You wish to remember dates. You have, in our science, a symbol for each figure, and by a rapid mental movement just associate its symbol with the event you wish to recall, and if you can remember the symbol, which of course you can, you will have the event with it.

Now, if *one* is represented by a barrel, *four* by a knife, *nine* by a shoe, and *two* by a hat, then see how easy it will be to preserve the year 1492, and the great event of that year. Thus, Columbus put into an empty barrel his knife, in his shoe, and under his hat. Who can not easily recall this exciting story of that great discoverer? Yet the story itself will give the year to be remembered, for its symbol words are 1492.

By getting symbols for the ten characters we use to express numbers, we can thus easily memorize all incidents, beyond the possibility of forgetting them.

Such, or similar, were the points of the lecture. The Professor, it is true, showed some youth and great verdancy, with much lack of

both philosophy and history, and an astonishing superiority to all the classics, whether Greek, Latin or English; but then the authenticated Professor had told us what any body could do if he would; and he himself, I must do him the justice to allow, did some things which he said any body could do. In an astonishingly short time, he took an astonishingly long list of names and dates, and wove them together in his Mnemotechnal web, and there he held them, and would read them forwards or backwards, or, at haphazard, as you might call for them. And, all this, without making a single line or figure, for the eye to follow. And so did several of his audience. The "idea" had taken; and many a Bluedale youth that night, expected to outdo, in memorizing the past, all that even written history has been able to accomplish. Some parents, even, were going now to keep dates, which strange to say they could never before remember. And the Professor, who had flourished considerably when he entered the village, wound up his marvelous exhibition, with an extra upraising of his whole form, and a still more magnificent waving of his hand.

But, Bluedale parents and children, teacher and pupils, had no longer the Professor's presence, though they kept his book. Ten years later, I was passing through the village; and, in my calls among the joyful expectants from the grand promises of that eventful lecture, not one could I find, who could even remember the name of the accredited Professor. Better, four years later still, I met a teamster, whose full round manner reminded me of Bluedale Mnemotechny. "Didn't you teach us, out in Bluedale, a system of Mnemotechny some fourteen years ago?" said I, as I hailed him in the street. "Well! thinks likely—I used to do such tricks." "Do you remember that list of forty names and dates of birth, which you strung together, and promised to keep, as long as you remembered any thing?" "Gosh! you didn't think I b'lieved so, did you, friend? I tell you what 'tis, a fellow that gets his living in these times has got enough to do to keep his live creturs going, without trying to 'member his fourteen-year-old dead ones—that's a fact!"

And so, the ex-professor himself, had forgotten, even the name of the art, which he had never learned. As I turned away from the finely formed and portly driver, on his seat, I could but admire the providence which would not allow such a driver to be spoiled in the hopeless attempt to make a Professor.

But I now recall another similar experience which I will give you in fewer words. Years ago in a quiet New England village, a gentlemanly appearing stranger, drove up to the hotel, and soon made ar-

rangements to advertise a panoramic exhibition of the Holy Land, with verbal explanations. He sent out a showy bill promising in the name of a half dozen D. D's. a rich and rare treat. The people gathered. The show began. Amid great announcements, Solomon's temple grandly rose before the excited audience, and stood there bright and clear on the canvas. Then came its history, and the story was less than half told, before the yawning listeners earnestly begged for quarters. Such articulations! A mouth full of hot pudding would have improved upon them. Such pronunciation! but, enough, the whole attempt was a base and low profanation of a theme too sacred for such indignity. The RARE-ING up of Solomon's temple, which feat was thrice distinctly announced, was more than a New England audience expected from a New England lecturer; and Meel-cheese-e-dick, (Melchisedek,) effectually settled the suspicions of the listeners in regard to the brains and taste of the D. Dd lecturer.

The same season on which the above promise was not performed, we had a lecture on Astronomy announced, with magic-lantern illustrations of the noble science. For amusement, it was also stated, there would be occasional humorous pictures exhibited. This performance was in the village church. Minister, and people, and strangers had assembled. The house was now darkened. The stars were now to shine. Which of the bright sisterhood should come first? The canvas hung right over and across the pulpit; and the expectant eyes of a large audience were attent to the coming celestial. "There, it's coming," was murmured among the rows of eager children. Ha! ha! involuntarily burst forth the surprised parish. A monkey, on a broad grin, was seated, squat, right where the preacher's face usually appears, and the irreverent animal was in the very act of dinging a psalm-book at the heads of the crowd below. It is enough to add, that the rest of the entertainment was in similar style; only, things which were called suns and stars, filled up the occasional intervals.

But I will spare you a longer recital of these illustrations. The world has ever been full of them. It is so much easier to preach and promise, than to practice and perform, that human history very much abounds in the former. Every age and every place, while enriched with an infinite superabundance of the pretence and profession, has still been poverty stricken for want of solid and real fulfillment.

How often among grown up men and women, too—you will pardon me, I know, if I suggest that women are not all free from inflations—do we see only a later edition of our little roguish Tommy, under his papa's venerable hat peering so wisely over his mamma's spectacles,

and fancying himself all the while as knowing as both of those older heads together. Roguish little fellow! Hast thou, so soon begun the aping, and put-on and would-be, which, funny now, may one day trim thee all over, with the livery of a coxcomb, and leave thee, within, only the pedant's shallowness and nonsense?

*"Professus grandia turgent."* How, not only well nigh universal, but how catching and epidemical this spirit is. Whenever in any one year, one specimen of this professional tribe, pardon my coinage, swells but moderately in his great things-to-come, you will find the next season bloated all over and all along with innoculations which have surely taken. Tommy was satisfied with papa's hat; but, emulous of the example, the younger Johnny must administer papa's pill, after a knowing diagnosis of the patient's case.

One right successful pretender, among us this season, will, before another shall have passed, swarm every avenue, not already filled, with arrivals and bustlings ominous of feats never to be witnessed, and swaggering with achievements which any body can promise, yet which neither the gods nor man can perform.

And, still more. Let but some solid triumph in almost any field of human endeavor be really gained—one noble act nobly done—one beneficent scheme effectively carried out, and legions of these would-be, are all ready to inaugurate something transcendantly nobler and more beneficent. That inauguration will be found to be, only the splendid promise of a visionary and impracticable good.

Pardon me, my dear A——, I did not think to keep you so long; nor indeed to give my theme so serious a turn. I have penned but little that was floating in my brain when I took my seat, yet necessity stronger than my will, forbids review or erasure. Accept the rapid medley, as the seeds of other and maturer thoughts, by yourself. My effort may at least serve to recall a classic criticism to you, as in future days you encounter its frequent illustrations. Many a child, I doubt not, you will see in papa's hat and gait—many a youth with mannish airs and ways—many a titled name with empty head—professions many with possessions few—doctors who cure all, while their patients die—parsons who clear up, what is mystery still—lawyers who'll save you, when your case is lost, if money's left—teachers who teach what scholars do not know—merchants who live in style, on sales for less than cost—great, public men, who little private self most serve—horses who faint in war—and strutting gods that men themselves count mean.

Yet do not from these shames and affectations of something great

and good, conclude, too hastily, that all is mere pretence. Men affect to be, what they have found most noble and worthy in others, or what they feel they ought to be. And after all, the very prevalence of the worthless sham, is plainest proof of most substantial and worthiest reality.

Be what thou would'st seem, and every eye shall see thee as thou art, and know thy worth.

Once more, my dear A., adieu.

EUSTA.

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### LOVE AND KNOWLEDGE.

AN APOLOGUE.\* BY E. W. R.

A CHERUB was returning from his mission to a distant part of the universe. Although he had been a day† absent, his wing was not tired and he was apparently as fresh as when, in obedience to the divine mandate, he started on his track. Fired with a curiosity to penetrate to the farthest limits of the Creator's dominions, to learn the secrets transpiring in other spheres, he had successfully fulfilled the object of his mission and having accumulated an amount of information in regard to their history, laws and language, was on his way back to take his place among the heavenly choirs. As he approached the celestial multitude, the ranks cherubic opened to give him admission, and listened in wrapt silence to the narration of his exploits. "On my journey," said he, "I saw a new world. Owing to the nature of my mission, I had an opportunity which few possess, to become acquainted with its constitution, laws and language, and was admitted to a familiar knowledge of its history and of the character of its inhabitants, which I found to be unlike anything which prevails here. The excursion has afforded me unalloyed pleasure, every step of which has filled me with profound admiration of the vastness of our Creator's empire and the infinitude of his perfections." Bowing before the throne, he said, "Let us worship and adore." And silent, he took his seat among the innumerable throng.

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\* Apologue—a moral fable.

† "One day is with the Lord as a thousand years, and a thousand years as one day."—*2 Peter, 2:8.*

Another cherub was returning from his mission to a distant province of the Creator's dominions. Far off, his coming attracted the notice of the celestial hosts. Arrived before the throne, he scarcely halted in his flight, which was like the swiftness of a star. Joy and gladness marked his movements, and his golden pinions were yet undrooping and his countenance glowed with perfect youth. To the angelic throng of listeners, he briefly recounted the history of his adventures. "On my journey," said he, "I saw a new planet which they call Earth. In the prosecution of the object of my mission, I formed an intimate acquaintance with some of the principal inhabitants, who invited me to remain among them as their guest, promising to show me the wonders with which their planet abounded. But I had no inclination to pass my time simply in viewing these wonders, so intent was I in relieving the misery which I witnessed everywhere around me. On one occasion I saw a poor outcast boy, homeless in the streets of a great city, sitting on the steps of a dwelling-house, hungry and destitute of clothing, crying bitterly. I hovered near and unmarked by spectators, whispered words of consolation in his ear, and leading him by the hand, directed him to a place where his necessities might be relieved. Joy sparkled in his eyes, hope illumined his countenance, but as I was invisible he could not thank me as his benefactor, as I left him, delighted with his new found happiness. Nor indeed was it needed, as the consciousness of the deed is its own best reward. Although not immediately connected with the object of my mission, I am grateful for this opportunity of executing the behest of my sovereign." Bowing before the Eternal, he said, "Not unto us, O Lord, not unto us, but unto thy name be all the praise." And silent, he went to take his place among the cherubic throng.

But the heavenly ranks opened, terrace above terrace, as the cherub, pursuing his upward track, at the command of the Eternal Father, took his seat highest of all, next the throne—a seraph where seraphs burn and adore. And on the ear fell these words, "Love is greater than knowledge."

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#### MIXED NUMBERS.

THE following method of multiplying a mixed number by itself, I have tried, as a mental exercise, with much success. Pupils can learn it readily and, with a little practice, can multiply rapidly. Having never seen it in print, I have been induced to write it for the

Journal. It was first suggested to me about twelve years ago, by Mr. Eli Jackson, an expert mathematician and mental calculator.

## PROBLEM.

To multiply a mixed number by itself.

## RULE.

- I. Take the fraction from one number and add it to the other.
- II. Then multiply the numbers together.
- III. To the product add the product of the fractions, and it will be the answer required.

## EXAMPLES.

1. Multiply  $5\frac{1}{2}$  by  $5\frac{1}{2}$ . Sol.  $5\frac{1}{2} + \frac{1}{2} = 6 \times 5 = 30$   $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$   $30 + \frac{1}{4} = 30\frac{1}{4}$ . Ans.
2. Multiply  $8\frac{1}{4}$  by  $8\frac{1}{4}$ . Sol.  $8\frac{1}{4} \times 8 = 68$   $\frac{1}{4} \times \frac{1}{4} = \frac{1}{16}$   $68 + \frac{1}{16} = 68\frac{1}{16}$  Ans.
3. Multiply  $7\frac{3}{4}$  by  $7\frac{3}{4}$ . Ans.  $60\frac{1}{16}$ .

This rule may be illustrated by a geometrical diagram which, I think will be readily suggested to any one that may wish a demonstration.

The following is another problem that may be used to give variety to arithmetical recitations:

## PROBLEM.

To multiply mixed numbers together, whose fractions are alike and whose whole numbers differ by one.

## RULE.

- I. Take the fraction from the greater number and add it to the less.
- II. Then multiply the numbers together.
- III. From the product subtract the product of the fractions.

## EXAMPLE.

- Multiply  $2\frac{1}{2}$  by  $3\frac{1}{2}$ . Sol.  $2\frac{1}{2} + \frac{1}{2} = 3 \times 3 = 9$   $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$   $9 - \frac{1}{4} = 8\frac{3}{4}$   
Ans.

This rule may be demonstrated in a manner similar to the first.

T. H. P.

CANTERBURY, Ct., Nov. 27th, 1857.

## STORY FOR THE YOUTH.

## THE QUAKER'S GIFT.

A BROTHER writes me that when he was a youth his father said to him, one day :

"Levi, can you make up your mind to live at home and be a farmer?"

"I would rather be a tanner than a farmer," replied Levi.

"Very well," responded his father, who was willing to let Levi follow his own taste, as he was now seventeen years old, "Very well my son, I will try and find a place for you."

Very shortly after a place was found for Master Levi with a Quaker. When the youth presented himself at the tannery, the honest Quaker said :

"Levi, if thee be a good boy, I will do well by thee; if not, I will send thee home again. All the bargain I will make with thee is, that thee shall do as well by me as I do by thee."

"Very well sir. I will try what I can do."

Levi now went to work with a hearty good will. He worked hard, read his Bible, was steady, honest and good natured. The Quaker liked him. He liked the Quaker. Hence the Quaker was satisfied, Levi was happy, and the years of his apprenticeship passed pleasantly away.

Just before Levi became of age, his master said to him :

"Levi, I think of making thee a nice present when thy time is out."

Levi smiled pleasantly at this scrap of news and said :

"I shall be very happy to receive any gift you may please to make me, sir."

Then the Quaker looked knowingly at Levi and added :

"I cannot tell thee now what the present is to be, but it shall be worth more than a thousand dollars to thee."

"More than a thousand dollars?" said Levi to himself, his eye sparkling at the bare thought of such a costly gift. "What can it be?"

That was the puzzling question which buzzed about like a bee in Levi's brain from that time until the day before he was of age. On that day the Quaker said to him :

"Levi, thy time is out to-morrow; but I will take thee and thy present home to-day."

Levi breathed freely on hearing these words. Dressing himself

in his best suit, he soon joined the Quaker, but could see nothing that looked like a gift worth over a thousand dollars.—He puzzled himself about it all the way and said to himself, “Perhaps the Quaker has forgotten it.”

At last they reached Levi’s home.—After he had been greeted by his friends the Quaker turned to him and said :

“Levi, I will give thy present to thy father.”

“As you please, sir,” replied Levi, now on the very tiptoe of expectation.

“Well” said the Quaker, speaking to Levi’s father, “your son is the best boy I have ever had.” Then turning to Levi, he added, This is thy present, Levi—*A Good Name.*”

Levi blushed ; perhaps he felt a little disappointed because his golden visions were thus so suddenly spirited away. But his sensible father was delighted, and said to the Quaker, who was smiling a little waggishly :

“I would rather hear you say that of my son sir than to see you give him all the money you are worth, for *“A good name is rather to be chosen than great riches.”*”

Levi’s father was right and the Quaker was a wise man. I have no doubt that Levi’s good name did him more good than a barrel full of golden eagles could have done. It proved him to be owner of a good character, which is worth more than all the gold, pearls, diamonds, and precious stones in the world.

What do you think of the honest Quaker’s gift my child ? Was it not a precious thing ? I hope you deserve the same gift from your parents, teachers, and friends. But, mark me ! A good name is the fruit of a good character. If your heart is wicked, your name cannot be good. Hence, if you want a good name, you must ask Jesus to give you a good heart.—*Canada S. S. Adv.*

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#### SCHOOL EXAMINATIONS.

(We commend the following sensible and timely remarks, on the proper objects and uses of school examinations, to the attention of our readers. They are worthy of special consideration on the part of teachers and committees. We find them in the Mass. Teacher and they are taken from the Report of the Hon. John D. Philbrick to the School Committee of Boston.—Editor.)

THE education which a community undertakes to furnish to the children of all classes, ought to be broad and liberal. It should not

be limited to the communication of a given amount of knowledge. It should look to the cultivation and development of all the powers and faculties, intellectual, moral, and physical. It should aim to send forth the successive generations of children, from the institutions of learning, with sound minds in sound bodies. It should endeavor, first and foremost, to form right character, and create a love for real excellency. It should be imbued with the elevating and purifying spirit of the Christian religion, which enjoins us to strive for perfection. The elevation of the moral sentiments rather than merely intellectual attainments, should be esteemed its chief glory.

A portion of our teachers are now imparting a high style of education. But they need more sympathy and encouragement in this kind of teaching. This can be given them more effectually by a right management of the examinations of their schools. Examinations may be the occasion of much good or much evil. The proper objects and uses of examinations is a subject which demands the serious attention of every one who is called to participate in the supervision of educational institutions. It is obvious that the utility of examinations depends wholly upon the plan on which they are based, and the manner in which they are conducted. It sometimes happens that a man quite unaccustomed to the ways of the school-room, but possessed of good sense and right feelings, will make an examination very profitable to both teacher and pupils. On the other hand, a person of equal or superior intelligence, and actuated by the best motives, may, from inattention to the principles which should guide his proceedings, produce the opposite effect. Teachers and pupils are depressed and disheartened, instead of being stimulated and encouraged. They have faithfully tried to do a good work,—they *know* they have done it. But this is overlooked, and they are admonished, gently it may be, for not doing something else which they could not do, or which they did not know would be required of them.

The examiner should always remember that he is, to some extent shaping the subsequent teaching as well as ascertaining the preceding. Teachers are ever strongly tempted, even against their better judgment, to conform their teaching to the kind of examination expected. They cannot be blamed for adopting such a course. Indeed, they might with greater reason be blamed for not doing so, since the primary responsibility is with the committee, who are the legal trustees of all the interests of the schools under their charge, to determine what description of instruction shall be given. Teachers

are, with reason, expected to give satisfaction to their employers and supervisors. Examinations are held to determine how far this end has been attained. But they do more. They virtually indicate what the examiner thinks the pupil ought to know, as well as reveal what he does know. It is important that examiners should keep this fact in view, and conduct their examinations accordingly. If the examiners come into the school every quarter or every month only to be entertained by exercises in some favorite branch, conducted in some favorite style, the teacher will soon find it convenient, if not necessary, to be prepared for such a course. This point is illustrated by the following case which came to my knowledge. "How did your examination pass off?" a teacher was asked. "Finely," was the reply. "I knew very well what my committee man was pleased with, and I was prepared for him." Examinations have had a very marked influence in shaping the instruction in our primary schools. In these schools the principal examinations, those of which by far the most account is made, have reference to the admission of pupils to the Grammar schools. Hence much of the teaching is concentrated upon the immediate candidates, and they are too often treated as though they had no other destiny, but to get into a Grammar school. The question is not, "How shall I form the mind and character of this pupil, and develop his powers and faculties?" but "How shall I make him pass the dreaded examination?" This leads me to remark that examinations should be conducted, not merely with reference to discovering what the pupil knows and to pointing out what he should know,—it should go further, and look to higher results. It should seek to find out what the pupil *is*, and what he can *do*, or, in other words, to see what *discipline* of the mind and heart and body he has had. It is true, this kind of examination is difficult, but it is necessary. We must not, however, fall into the error of supposing that its results are capable of being represented by marks and figures. Let our examinations be extended into this higher sphere of education, and many teachers will be very glad to occupy themselves with it, to a greater extent than they have been accustomed to. But then it must be borne in mind that the teacher cannot prepare his pupils for every thing, in a limited period of time. There must be a choice of objects, in the general scheme, and there must be a choice of topics and methods, in each particular branch. If the teacher, in obedience to direct or indirect instructions, or in absence of all instructions, has adopted a certain course, and has prepared his pupils for one sort of an examination, he ought not to be censur-

ed for the failure of his pupils when put to a totally different test, which he did not expect. Before a teacher is censured for any supposed deficiency, he should be permitted to show what he has attempted, and what he has done, and to give his reasons for his course. For instance, the examiner finds that the pupils of a certain school can recite the text of the books glibly enough, but that their logical powers have not been trained. As soon as they are taken out of the routine of question and answer, they are bewildered and cannot proceed. He is dissatisfied, and suggests that the pupils should be taught to think, to reason, to investigate, to understand—that they should learn things as well as words. On inquiry, he might perhaps find that his predecessor, the year before, was displeased for precisely the opposite reason, and strongly insisted upon the verbatim recitation of the words of the text-book. Examiners ought to avoid extreme notions on the subject of education. The good teacher who is a master of his art, if left sufficiently free, will give to each branch and each department of education its proper share of attention, neglecting none, making a hobby of none. Such should be the aim of the examiner, if he would make his examinations profitable.

Good teachers who know what is best to be taught, and how to teach it, have a right to be examined by competent examiners, that they may have proof of the excellence of their work. Teachers of a different character, who have an imperfect knowledge as to what ought to be taught, and a limited acquaintance with the best methods of teaching, and possess little professional ambition, *need* frequent, judicious examinations and inspections to instruct them in their duties and to stimulate them to exertion.

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NO. 6—MATHEMATICAL GEOGRAPHY, AND THE BEST  
METHOD OF TEACHING IT.

As the terminator gradually recedes from the poles, the number of parallels which he does not cross increase till he reaches the polar circles; hence from the equinoxes a gradually increasing portion of each polar region has constant day or constant night, the maximum being at the solstices, when the whole of each polar region is in one or the other of these states. Again, after the equinoxes, the terminator, diverges from the line of the meridian circle and cuts all the parallels unequally; day and night are unequal between these times, the maximum of inequality being at the time of the solstices.

So that generally, day and night are more nearly equal as the place is nearer the equator or the time nearer to an equinox. And as the terminator crosses the poles, it lies on opposite sides of the meridian circle, reckoning from the equator; the northern and southern hemispheres are always in exactly opposite conditions as to the length of day and night.

Thus imperfectly have we attempted a brief description, in this and the previous articles, of *Mathematical Geography*, and the question comes, is it not almost, if not entirely, neglected in our schools; and when attended to, considered in an isolated and abstract manner; and not brought home to the learner by being associated with phenomena in his own or other countries? But, says one, if we learn the abstract answers to the questions in our text-books, about the climate, soil and productions of the globe, together with that of the inhabitants, animals, &c. are we not good Geographers? No more than learning parrot-like the abstract rules of grammar and arithmetic will make you a grammarian, or skillful in the use of figures.

Tell us then plainly the utility of Mathematical Geography.

There are *four* primary or fundamental elements in the physical condition of any region.

1st. Its relation to the sun's influence.

2nd. Its elevation.

3rd. Its position in respect to large masses of land and water.

4th. Its geology. These four mainly determine the climate, the prevailing plants and animals, capacity for cultivation, manufactures and commerce, and general condition of the inhabitants.

But of these four more is depending upon the influence of the sun than any other.

Is not the sun the great prime mover of the phenomena going on at the surface of our planet? Is not the essential part of the geography of a region determined by its relation to the solar influence? Can we write a natural history of any country without a knowledge of its relative position to the sun's rays? But, says another, I see no particular necessity for spending time to learn all this of which you speak, for we very well know as we go from the equator towards either pole the colder it grows and that at the poles we find eternal snow and ice, hence I see no particular utility in it.

You are very correct, sir, that is a true characteristic of a great portion of our country, they want to know as little as possible, or rather they desire a smattering of every thing and expect to be considered very, very learned. If you are satisfied with knowing

what you have declared you know, which I very much call in question, you are indeed a prodigy, a second Newton, a Franklin, a Davy. Like Romulus you will stand in danger of being taken up to the Gods.

*Manchester Center, Ct.*

A. GARDNER.

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#### OFFICIAL DEPARTMENT.

##### ANSWERS TO QUESTIONS ON THE SCHOOL LAWS.

**QUESTION No. 7.**—“Has a school district power to lay a tax on the real estate and polls of such district to defray school expenses, without first fixing a rate of tuition to be paid by or for those persons attending school?”

**ANSWER.**—The powers of school districts are enumerated and described in section 14 of Chap. III. of the school laws, where it is expressly stated that every school district shall have power to build, purchase, hire and repair school houses, and to supply the same with fuel, furniture and other appendages and accommodations; to establish schools of different grades; to purchase maps, globes, blackboards and other school apparatus; to establish and maintain a school library; to employ one or more teachers, and to lay taxes for all the foregoing purposes.

The power to lay taxes to defray all necessary school expenses is thus given unconditionally, and every district can tax itself for these expenses without fixing a rate of tuition, or requiring such to be paid.

In section 14, Chap. IV., the laws provide that whenever a district shall impose a tax, the same shall be levied on all the real estate situated therein, and upon the polls, and other rateable estate. This section prescribes further the manner of laying the tax, but the power to tax the real estate and polls is clearly stated in the portion already given. It might also be stated here that for many years it has been the practice of a number of districts in the state to lay a tax as indicated above to meet all deficiencies over and above the money received from the town and state appropriations. This practice is undoubtedly sanctioned by laws.

**QUESTION No. 8.**—“Has a school district a right to pass a vote that no person shall attend the common school within its limits without paying a tuition fee?”

**ANSWER.**—A school district may fix or authorize its district committee to fix, a rate of tuition to be paid by the persons attending school, or by their parents, guardians, or employers. All persons whom the district, or district committee, consider unable to pay this tuition fee must be exempted therefrom. The bills of all others, (subject to the limitation of the law as to amount) may be collected as town taxes are collected. But no person is to be debarred the privileges of the common school in the district in which he resides on account of inability to pay a tuition fee.

**QUESTION No. 9.**—“If the rate of tuition allowed by law is insufficient to cover deficiencies, must not the balance be collected by a tax on the property and polls of the district?”

**ANSWER.**—The statute makes no other provision than this for meeting all deficiencies which arise after the application of the income from the state and town funds and the one per cent tax. The amount, when small, is sometimes raised by voluntary contributions.

DAVID N. CAMP,  
*Superintendent of Common Schools.*

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#### THE WATCH.

“I have now in my hand a gold watch, which combines embellishment and utility in happy proportions, and is often considered a very valuable appendage to the person of a gentleman. Its hands, face, chain, and case are of burnished gold. And its seals sparkle with the ruby and emerald. I open it, and find that the works, without which this elegantly furnished case, would be a mere shell—those hands motionless, and those figures without meaning—are made of brass. Investigate further, and what is the spring, by which all these are put in motion, made of? I am told it is made of steel. The reply is that it is made of iron, which has undergone a certain process. So, then, I find the mainspring, without which the watch would always be motionless, and its hands, figures, and embellishments, but toys, is not of gold—that is not sufficiently good; nor of brass—that would not do—but of iron. Iron, therefore, is the only precious metal! and this watch is an emblem of society. Its hands and figures, which tell the hour, resemble the master-spirits of the age, to whose movements every eye is directed. Its useless but sparkling seals, sapphires, and embellishments, are the aristocracy. Its works of brass are the middle class, by the increasing intelligence and power, of which the master-spirits of the age are moved; and its iron mainspring, shut up in a box, always at work but never thought of, except when it is disorderly, broke, or wants winding up, symbolizes the laboring class, which, like the mainspring, we wind up by the payment of wages, and which classes are shut up in obscurity, and though constantly at work, and absolutely necessary to the movement of society, as the iron mainspring is to the gold watch, are never thought of except when they require their wages, or are in some want or disorder of some kind or another.”—EVERETT.

## Editorial Department.

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### PERSONAL.

WE are glad, and we are sure our readers will be, that we can give so many pages of our present number to our correspondents,—or, more properly, we are glad that we have correspondents for so many of the pages. We bespeak a continuance of such aid and hope that we may be highly favored during the year. We have, among our subscribers, many who *could*, if they would, furnish articles of real merit. We hope that such will not forget that they are accountable for all the talents they possess and that they will not allow any one to rust for want of use. We wish to make the Journal a welcome and useful visitor to every teacher in our State. That we may do so we want the sympathy and co-operation of all who can give of their experience. We wish teachers to tell us "how they manage troublesome pupils, how they teach Reading, Grammar, Geography, Composition, Penmanship, &c., how they succeed in interesting pupils and parents in school, &c., &c. In fine we wish to make the Journal a medium of useful and practical hints. Teachers will you aid us?

We are sure our readers will be pleased to see the pleasant countenance of Mr. Philbrick which embellishes this number of the Journal. We think those who have seen Mr. P. will unite with us in the opinion that the likeness is an excellent one.

In writing the brief sketch we have felt an unusual degree of restraint,—inasmuch as we were called upon to write of a personal friend now occupying a highly important and active position in life. To say all that could be said with truth might seem out of place to say of one now living. We have, therefore, as our readers will perceive, merely given a general sketch, accompanying the same by such remarks as seemed to us appropriate. To say more of one who still lives, and whose works, in this state, are so fresh in the memories of all our teachers, might seem uncalled for. We therefore have preferred to make the sketch limited and leave the good works,—works whose best results are in the future,—to speak *of* and *for* the man more forcibly than words of ours could do.

## ITEMS.

**STAMFORD.** Mr. Henry Balcam, late of Vernon, has been appointed principal of the Union school at Stamford, of which the Rev. Mr. Huntington was late Principal. Mr. B. is a good scholar and has had much experience in teaching, and we are pleased in learning of his success in his new field of labor.

**NEW BRITAIN.** Mr. *Charles H. Wheeler*, late of Philadelphia, and formerly principal of an excellent High school in Salem, Mass., has been appointed principal of the High school in this place. We greatly rejoice that one so highly accomplished and efficient has been elected to this important post. Under the charge of Mr. Tuck this school has gained an enviable reputation and we know of no one better fitted to sustain the same than the gentleman now at the head of the school. With a class of unusually intelligent pupils and parents deeply interested, and ready to lend cheerful co-operation, we anticipate for Mr. Wheeler a highly pleasant and successful career in the New Britain High School.

**NEW HAVEN.** We learn that Mr. Wm. Kinnie has been elected to the mastership of the Eaton school. We have not the pleasure of a personal acquaintance with Mr. K. but hear him highly commended and wish him abundant success in his new and highly responsible position.

**NORMAL SCHOOL.** The winter term of this school has opened under very encouraging circumstances. Notwithstanding the state of financial affairs,—which, it was thought would seriously affect this school,—there are about 130 pupils in attendance. This fact affords clear and gratifying evidence that this important institution has a strong hold of the hearts of the people.

**NORTH GUILFORD.** Mr. Allen McLean, a member of the last graduating class of the Normal School, is teaching at this place. He merits a high degree of success.

**CHESHIRE.** Mr. Levi E. Latimer, another of the late graduates, is now teaching in Cheshire.

**MISTAKE CORRECTED.** In our last we located Miss Olive Pond at Greenwich and Miss Maria Butler at East Haddam. The ladies will, we trust, pardon the error and our readers will please consider them "transposed" so that Miss Pond shall be at East Haddam and Miss Butler at Greenwich.

**MR. ASA PERKINS**, late of New London, has been appointed principal of the Barnum School at East Bridgeport where, we doubt not, he will accomplish a good work.

**MR. FRANK NICHOLS**, has succeeded Mr. Lathrop in the charge of a Grammar School in New London. His efforts are well spoken of.

**TO OUR LADY SUBSCRIBERS;—PRIVATE AND CONFIDENTIAL.** We find that some of our lady subscribers occasionally discontinue simply on the ground of their changing their names. Surely, young ladies, this is not the way to forsake old friends,—merely and solely because you have “got married.” If you have first rate husbands, and we surely hope you have, manifest your appreciation of the same, by sending to our publisher advance pay for about five or ten copies of the Journal to be sent to those whom you consider less fortunate than yourselves and be sure to continue your own subscription. Now ladies do be considerate. We are perfectly willing you should wear the chain matrimonial and will wish you all manner of good if you will only do the right thing by our publisher. These lines are only for those who have “committed matrimony” and for such as are contemplating the same.

**DAGUERREOTYPES AND PHOTOGRAPHS.** We are occasionally asked where good daguerreotype or photograph likenesses can be obtained. It gives us great pleasure to commend, to any who may be in want of such work, Mr. N. A. Moore, 275 Main Street, Hartford. Mr. Moore is an excellent artist, and, what is more, he is very attentive and gentlemanly to any who may favor him with a call. It is an excellent plan for classes about to leave school to present to their teachers group likenesses of themselves. Mr. M has taken many groups, by the photograph method, which are very fine. We very cordially commend him to our readers.

**LITHOGRAPH OF DR. ARNOLD.** The Rev. Wm. L. Gage, Editor of the New Hampshire Journal of Education, has a few copies of a fine Lithograph likeness of this great and good man. The picture is from the hand of one of the most eminent Lithographers of Berlin, is 18 inches by 15 and a very correct likeness.

It was prepared for the Teachers of America and copies will be sent, free of postage, to the address of any one who will send ten postage-stamps (30 cents.) Every teacher should have this. Direct to Rev. Wm. L. Gage, Manchester, N. H.

**To Correspondents.** We most heartily thank our correspondents for their favors. We have several valuable communications which will receive early attention. We would earnestly solicit a continuance of such favors.

TO OUR SUBSCRIBERS.

WITH this number of the Journal our publisher will send bills for 1858, to which it is earnestly hoped a prompt response will be made. It is only by the most rigid economy, on the part of the publisher, that the Journal is sustained and prompt payment of subscriptions will greatly aid him in his efforts. And while we request our present subscribers to be mindful of their own subscriptions may we not also ask their co-operation by forwarding to the publisher the names of new subscribers? Who will aid in this direction?

(*All subscriptions and business items should be sent to F. C. Brownell, Hartford, Ct., and all communications for the Journal to Charles Northend, New Britain, Ct.*)

EXCHANGES.—*Will our exchanges please direct to "School Journal, New Britain, Ct.?"*

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WHO WILL DO LIKEWISE? We have just received from the Rev. Mr. Munger, the efficient Acting School Visitor of Waterford, six new names for our subscription list. While we most cordially thank our good friend for this labor of love, may we not hope that his cheering example will be imitated by many others?

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CHAPTER OF METHODS AND SUGGESTIONS.

Being lately in one of the New Haven Schools, I noticed some methods not familiar probably to many teachers in the State, which I venture to suggest for their advantage.

One method referred to, is calling the roll, by numbers, instead of names, at the beginning of each session of school—quickly done, and easy to note the tardy, or a means to prevent tardiness.

In writing words for spelling, each member of the class brings one or two selected words, and dictating in order, or as called upon, the class write; then form sentences containing three or more of the words, and connect with the exercise criticism of the language, grammar, &c. and sometimes one or more is called on to spell his whole sentence word by word, besides ordinary correction of the words first written. The furnishing of words by the class adds interest to the exercise.

In the weekly writing exercise, (composition, if it will do to call it

so,) the choice of two sides or classes, called by whatever name is thought best, gives quite a stimulus or rivalry for promptness and excellence, and helps to overcome the difficulties in this very important and practical part of school duties,—two or three simple and easy subjects, being previously announced by the teacher, for such as need a theme.

For the advanced class in geography, the giving of a topic, as "the United States," for instance, and requiring each member of the class, to be prepared with some interesting question, of theory, fact, curiosity, or whatever their invention and ingenuity may devise, to be asked in turn, and answered and discussed by the class, makes a very interesting, and with a little use, a most animated exercise, to be adopted once a week, or daily for a time, if thought best.

Might not a chapter of methods and suggestions, practical and useful, frequently in the Journal, be of much service to the mass of our teachers? Will not the best teachers take the hint, and divulge—particularly their own *original* methods?

E. W. R.

#### BOOK NOTICE.

**PAPERS ON PREVENTIVE, CORRECTIONAL AND REFORMATORY INSTITUTIONS** and agencies in different countries; by Henry Barnard, LL. D.; 8vo. pp. 300. Hartford, F. C. Brownell.

This work consists of a series of careful and thorough accounts by competent observers, of about thirty preventive and reformatory institutions, including Mettray, the Rauhe Hans, the Hardwicke School, and all the principal similar schools and societies in England and on the continent of Europe. This series is preceded by a condensed summary of the history of reformatory efforts, and followed by another, of the leading characteristics of the modern European reform movement. The history of Mettray, in particular, is a story full of deep interest; although the account of Dr. Wichern's labors at the Rauhe Hans will find a larger number of readers already acquainted with the subject.

We hazard nothing in saying that no subject whatever is of more immediate and pressing interest to Americans than that of this volume; and that the body of information here given is invaluable for reference to all occupied in it. We shall be permitted to add, however, the expression of our wish that Dr. Barnard had been able to insert here a larger proportion of his own discussions and conclusions upon the subject. His opinions as to the American use of these European examples, their bad and good points, and expedient modifications, would command great respect, and exert much influence.